**K-5ELA Lesson Plan**

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| **Teacher: Cannon, Poe, Simons** | | **Grade: 3** | | | **Date(s)**: (Day 1) |
| **Unit Title: Prove: It!** | | | **Corresponding Unit Task: 1 Text Evidence Organization** | | |
| **Essential Question(s):**  **How do readers use textual evidence to help answer questions?**  **How can good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: A Day’s Work by Eve Bunting (Reading Street p. 178-192), chart paper, pre-assessment copies for students, Bear spelling inventory** | | | | **Character, character trait, realistic fiction, Aesop fable moral/lesson, claim, text evidence, graphic organizer**  **Additional Vocabulary: motioned, omen, quivered, grumbled, shuffled, huddled, chickweed**  **Multi-cultural tie-in: chorizos, senora, gracias, bueno, muy bonito** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  Guided Practice(center)  Independent | **Reading – Day 1**  **Standards:**  **RL3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers.**  **RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**  **RF.3.4a Read grade-level text with purpose and understanding.**  **I Can Statement(s):**  **I can understand and retell stories read aloud.**  **I can answer questions about the text by locating information in the text.**  **I can explain my answers by referring to the text for support.**  **I can make a claim about characters in a story.**  **I can support my claim using evidence from the text.**  **Instructional Plan:**  **On the first day of school, talk about what a character trait is with students. Discuss the relationship between positive character traits & good citizenship in the classroom. Discuss how having good character will make students good citizens in our classroom. Create a whole-class anchor chart with a web (circle map) of character traits on chart paper to display. You can add character traits to the chart as you learn them throughout the year. Some traits students may include are determination, responsibility, self-discipline, respect, persistence, kindness, courage, integrity, etc.**  **Next, read aloud A Day’s Work by Eve Bunting in reading basal. You will read story for enjoyment today. Point out the main characters and discuss some of their character traits.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice(center)  ×Independent | **Writing – Day 1**  **Standards:**  **W3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**  **I Can Statement(s):**  **I can write clear answers to questions asked about a text in complete sentences.**  **I can use examples from the selection to support my answers to questions.**  **I can support my writing with evidence from the text.**  **Instructional Plan:**  **Students will complete the reading/writing pre-assessment embedded in Unit 1. There is also a rubric included in unit 1 for you to use. First, the teacher will read the selection, Ashlee Smith aloud to students. Next, students will read the same selection independently and answer the questions that follow. After answering the questions using text evidence, students will complete the writing piece of the pre-assessment, Tell about a time you helped someone.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice(center)  x Independent | **Word Study – Day 1**  **Instructional Plan:**  **Give students the Bear spelling assessment today to determine where you will start with spelling instruction this school year.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  Guided Practice(center)  Independent | **Speaking & Listening – Day 1**  **Standards:**  **SL3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.**  **I Can Statement(s):**  **I can identify what a complete sentence looks and sounds like.**  **I can use complete sentences to respond to questions in class.**  **I can ask questions using complete sentences.**  **I can speak up in class using the agreed upon rules.**  **Instructional Plan:**  **Establish norms for classroom speaking & listening. Show students the Discovery Education video about speaking and listening procedures in the classroom. Create a whole-class anchor chart of speaking and listening procedures and display it in the classroom. The video is 23 minutes. You may wish to show the entire video or segments.**  **Video: *TLC Elementary School: Listening and Speaking Strategies*** | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*